

HOUSE OF EDUCATION.
AMBLESIDE.

Co-operation between
School and Home.

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The Co-operation of School & Home

I am glad of an opportunity to bring before this Congress a few suggestions on the subject of the Co-Operation of School & Home. The isolation of the school is calamitous. During the school life boys & girls move in a separate sphere of thought, touching the home sphere only at such points as to parties, marks, "Breakings-up" & so on. Now the school is primarily a place where children get knowledge. The desire for knowledge is common to all of us. Men & women belong to children the same alike; what is more, the sort of knowledge good & profitable for children are precisely those in which parents take a natural interest. The school, in fact, has a double function, - to impart knowledge to the child & to keep alive in his home a certain intellectual stir. As a matter of fact, schools are kept going a good deal by means of examinations. Home life is dull because there is nothing

particular to think about. The head of schools
should take into account that they have to deal not
only with the children but with their parents. It was
with them to raise the tone of public opinion
not only in the next but in the present generation
or, if they fail in this, their personal influence
home is too strong for school to any intellectual
activity that has been aroused ceases with
school-life, is, in fact, a mere episode. Or,
supposing school to have known itself the
stronger of the two forces, the young person finds
himself cut off from his belongings with few
common interests.

Most evils are traceable to definite causes,
probably the idea of developing the faculties of a
child has launched the teaching profession on
a rather sterilizing course of instruction. Anyone
who knows a bright child knows that he has all
his faculties in full play before they are
deadened by bad teaching. So, too, has the

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dull & slow child though his intellectual powers are
not of the same order. When we realise that knowledge
is food which the mind needs what to do with,
as well as does the body with its proper aliment,
we shall cease to depend upon oral teaching,
mental gymnastics will be for occasional
not general use.

A child can take in in half an hour
much more than the ablest teacher can teach off
his own bat' as it were. ^{in the course of a week} Children should get
their knowledge where we get our own
of books. We ^{receive} a certain mental titillation,
certain points of interest, no doubt, from lectures
but for the clear & definite understanding of a
subject, we go to the best book to be had on that
subject, children should be educated upon
books not upon oral traditions ~~poorly~~
collected by their teachers. They are the true
Encyclopaedists, ~~to~~ demanding knowledge
of many subjects & for each subject they should

have a whole book or several books - the best
books in so far as they are of a literary
character & complete books in, ^{the} read all ^(or part of chapters) through
chapter by chapter, each chapter, ^{to be known as}
single reading. ~~It~~ Now here we get that
Bridge ~~which should~~ connecting School & home.
^{original} A child should collect about 300 volumes,
which he has read or knows, during his school
career. Hardly any of these, ^{or} ~~or~~ ^{the} books he
has is a little ^{few} ~~few~~ of 7, should be of a sort that
he will fail to turn over with interest at any
time of ~~the~~ his life. Therefore they are ^{such as} ~~of a sort~~
~~to~~ ^{to} ~~his~~ ^{his} ~~parents~~ ^{parents} ~~will~~ ^{will}, while he is a boy,
~~to~~ read with interest & discuss with animation.
~~This is commonly said~~ ~~Then we feel~~ ~~once~~ Co-operation
resting on the true intellectual basis between home
& school. The co-operation is more immediate
in the day than in the boarding school, but in the
latter case too the gradual growth of the
young scholar's library will be watched with

very great interest. It is commonly supposed that parents won't buy books but, from perhaps unusually wide experience in this matter, I can say that it very seldom happens that a parent is unwilling to buy a ^{desirable book} ~~necessary~~. That he does not care to buy of books that are of no early use or interest to anybody outside the schoolroom ^{but} there need be but a negligible quantity.

Having made out his Curriculum for each class with a scent or two of books according to the ^{age of the} class _____ which he requires the parents to buy ⁱⁿ during the holidays, that they may have an opportunity of looking at the books & delighting in them with their children (it is well to arrange that a Book Shop shall supply all the books wanted) it seems to me that the teacher might yet do something more to secure intellectual cooperation between School & Home.

of day-school

21 p 7 new 5 p 8

The night invite the parents, on one evening, of
those of his scholars who were under 10 or 11, on
another those under with children under 14 or 15,
on a third, those of his elder pupils & run over
~~two or three~~ ^{the} ~~curriculum~~ ^{un} ~~with~~ ^{the} ~~the parents~~, in
each case, the children's books being at hand
for reference. For instance, the parents of children
of seven would like to hear a page from Patterson -
Snodgrass S. Matthews, from Mr. Brighten, from
Mr. Fisher's First Tracts Shrubs, from Geography
Book of a kind which makes the ~~hidden~~ regions
~~marked~~ ~~one~~ map living pictures for the
child. They will be entertained to hear an English
or French version of the little and which
went to Jerusalem, & the little time to see reproductions
of the half-dressed pictures by Titian or Corot, or
Rembrandt, which their child is to study that term;
they will like to be reminded of the Pilgrims' Progress
to be a story ^{page} ~~from~~ the Heroes of the Land.
Mr. Fisher's Tales from S. Pauls will be as
interesting to the parents as to their boys & girls.

indeed, so too is the Island Story. A slight
 summary of the work to be done in the term can
 be illustrated by a passage from Shelley's before of very
 great interest to parents; while as for the 'pacing',
 painting, singing, clay modelling, drill room, these
 things are as interesting to parents as to children.

The interest of the parents in the
 children's school-work should naturally increase
 as the children get older. Thus, for children of
 9 or 10, a passage from Plutarch's Cicero, with
 a little résumé of the whole, from Thackeray's
Richard III; from Lytton's The Last of the
Barons; a telling passage from Arnold's
Foster's History of England & Mrs. Knight's
History of France, from Book ~~Mr. Fisher~~
Buckle's Life of Her Children, from Mr. Holder's
 little book on the Service, from papers
on the British Museum, from a description
 of Stonford & Fleamouth, & so on, with in

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each case a slight revision of the tennis
work or a ^{few words on the} ~~short~~ handicap, picture, to be
studied, drawing, singing, etc to be accomplished
by the children in the term, should tend to quicken
the parent's special in the work of that particular child ^{as in the} ~~particular~~ term.
Now we come to what might be called the ^{tennis} term.

High School - boys & girls ranging from
~~11 or 12~~ ^{14 or 15} ~~12 or 13~~ ~~14 or 15~~ about 12 to 15 - where the
books increase in interest. Morals are definitely
studied for passage from Gunselns might be
read. Also one from Macaulay's Essay on Criticism,
from ^{French English} History Books, from ~~Ross~~ Redgauntlet,
from Paul et Virginie (with an outline of the
story) Overton, from The Stripes to Conquer, and

from
Professor Taylor
Newson
Flowers,
The Geography
of India with
Illustrations
poems.

from Leads of the Night by Gilbert Parker. I have
only mentioned books of general interest in
each of these the scholars ~~might~~ read forty or fifty
pages.

Class IV, the Upper School, from 15-18,
affords besides definite work in languages &
mathematics much delightful reading, as in

Mosses' Prophets Kings, the Ethics (Aristotle) Mosses,
French's Past & Present, Emma, The School for Scandal,
Coleridge, The life of Queen Louisa of Prussia, The
Household of the Lafayette, a period in French history,
History, Lord's Modern Europe, in de Tocqueville,
L'Ancien Régime, Secker's Expansion of England,
Pir Charles Villiers' frater Britain, Lord Archibald
Howes, Irish & Learn, Professor Ball's Standard,
material (Irishman Chatman) the Bishop's Book of French
Vene, Aus Meinen Leben Die Besten
Geschichte, Le mie Prigioni, Horace's Odes
De Senectute.

I have now tried Earnings of the kind with parents
 but believe the idea will commend itself to
 teachers. The books mentioned ~~of~~ are from the
 curriculum for one term in a school which is
 now doing its fifty-first term's work in there lies
 with extremely cordial co-operation on the part
 of parents.

The terminal examinations which

an entrance to the parish; unconnected but
 reported upon, also tend to happy co-operation. I
 know of one large preparatory ^{day-}school (of about 60
 boys) where about half the little boys are two
 years to write steadily for the school-hours of a
 week ^(with intervals) ~~much~~ they delight in their examinations.
 The master has hit upon the happy device of asking
 mothers, school-boy brothers, forresses, etc, to come
 write at each little fellow's dictation "still the
 wonder grows [?] how one small head could carry all
 he knew". I have confined myself to the means
 of securing intellectual co-operation between
 parish & school. It will be seen that the whole
 question turns on the use of books, abundant,
 living, delightful books. ~~I speak~~

(I speak from my experience of a very
 large number of boys & girls who during ~~seventeen~~
 seventeen years have marked on these lines rules
 from school or pass on to other schools with many
 intellectual interests (tray nothing of a
 considerable knowledge of nature, handicrafts, etc.)

so that all the morning school hours are spent in study. I have made no mention of mathematics
because the children choose as hardly literary.

One more point I should like to urge. This wide
Curriculum, based on books, affords in itself, perhaps,
the truest & broadest moral training, not only because
many of the books read yield something which
serves "for example of life & instruction in
manners" but also because intellectual activity
is a fertile source of good thinking & doing. May

may I repeat that the kind of Education I
suggest (which is, of course, followed to some
degree in all good schools) never fails to meet
with a sympathetic response from parents. They
find their children "such interesting companions"
many of the school studies are of a sort in which
they can themselves participate. The books
supply a channel for intellectual interests between
the school & the home.

NB ^{my} ~~they~~ ^{had} ~~by way of~~ Nota bene that
what seems a huge curriculum takes less time
than the curriculums of most schools. There is no
homework ~~and~~ except the children choose to
read one of the story-books set in the evening or the
afternoon & devoted to field-work & handicrafts.

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 since I left the last time
 and I am still in the same place
 and I am still in the same place

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